

## **Rationale for Training Portfolio**

**Title: Fossy Fox and Salley**

**Grade: 4**

**Year released: 2007**

**Reflective Piece Title: Dear Reviewer**

### **\_\_\_2\_\_\_ Content (2,2,1)**

The writing attempts to establish and maintain a narrowed purpose by reflecting on personal progress and stating who influences her writing. However, there are some lapses in focus as the writer attempts to compare her writing to a flower. There is some awareness of audience's need when the writing is attempting to convey emotions ("I wanted my audience to hear the boom and feel that I was scared."). The writing demonstrates limited idea development by including few details and weak support of the purpose. Some characteristics of the genre are attempted by using the letter format.

### **\_\_\_2\_\_\_ Structure (2, 1, 2)**

The writing demonstrates logical organization with lapses in coherence. There is a sense of organization through use of paragraphing. However, there are some lapses in coherence due to the unsuccessful attempt to compare his/her writing to a flower. Limited use of transitional elements weakens the coherency of the writing. Some simple sentence structure is demonstrated where the writer is attempting to create more complex sentences.

### **\_\_\_2\_\_\_ Conventions (2,2,2)**

The writing demonstrates some control of grammar and usage with some errors that do not interfere with communication (flow-flows). Simplistic and/or imprecise word choice is evident throughout (I, it). The pronouns do not refer back to the nouns. There are some punctuation and capitalization errors that did not interfere with communication.

### **Instructional Implications:**

More instruction on the purpose of the reflective writing needs to occur, as well as for transitional elements, sentence structure, and punctuation.

**Personal OR Literary Piece Title: Fossy Fox and Salley**

**2 Content (2, 2, 2)**

The writing attempts to narrow the purpose through the use of a moral. Using the format of a play and including the narrator, who sets up the scene, indicates some awareness of audience's needs and attempts communication with the audience. Some voice is attempted in the characters' dialogue. The writing demonstrates some idea development with details/support. The narrator sets up the problem for the audience, but the characters' dialogue is not developed pertaining to the purpose. Some characteristics of the genre are applied (list of characters, characters' lines identified).

**2 Structure (2, 2, 2)**

The writing demonstrates logical organization with lapses in coherence. This occurs due to having two narrators. The organization of dialogue through the characters creates some effective transitional elements. Simple and compound sentences are evident, even though there are punctuation issues with them.

**2 Conventions (2, 2, 2)**

The writing demonstrates some control of grammar and usage with some errors that do not interfere with communication. This is evident in Narrator 2's lines. Simplistic word choice is demonstrated throughout (examples-pretty, coming, brown). Some control of correctness with some errors that do not interfere with communication are present (sentence punctuation, spelling).

**Instructional Implications:**

More instruction needs to be focused on developing the plot along with character development. Characteristics of a play need to be revisited, especially acts and the narrator's role. A correctness issue that needs to be discussed is sentence punctuation.

**Transactive Piece Title: "The Race"**

**\_\_\_1\_\_\_ Content (1, 0, 1)**

The writing attempts to establish a general purpose; lacks focus. The writing fails to maintain the purpose by having lapses. The writing lacks awareness of audience due to the general purpose of the piece. It is unclear who needs to know this information and why they would need to know it. Weak support is evident due to not having a narrowed purpose. The writing applies some characteristics of a feature article, but does not build the foundation for including the experiment in the article.

**\_\_\_2\_\_\_ Structure (2, 2, 2)**

The writing is logically organized with lapses in coherence. This is due to not having a narrowed purpose. Evidence of some effective transitional elements are the Scientific Method headings. Simple sentences are used throughout.

**\_\_\_2\_\_\_ Conventions ( 2, 2, 2 )**

Some control of grammar and usage is evident with some errors (examples-faster for fastest, use of was instead of were). Simplistic and imprecise language is used throughout (melt, it). There are some errors in punctuation and with the inconsistency of capitalization; although most do not interfere in the overall communication to the reader.

**Instructional Implications:**

Instruction needs to focus on the characteristics of a feature article and how to include an experiment in it. Audience awareness needs to be addressed as well. Words that are related to specific content that will best engage the audience, needs to be included in that instruction. Conventions instruction should include present, past, and future tense verbs and proper capitalization.